DOCUMENT RESUME

ED 169 322 CE 020 507

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TITLE World of Work--Choosing a Career. Kit No. 33. Instructor's Manual.
INSTITUTION Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 78
GRANT SC-5058-76-I-211-0330
NOTE 36p.; For related documents see CE 020 474-566
AVAILABLE FROM Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Career Choice; *Career Exploration; *Career Planning; *Learning Activities; *Learning Modules; Occupational Clusters; *Occupational Information; Prevocational Education; Transparencies

ABSTRACT

An instructor's manual on choosing a career is provided in this set of prevocational education materials which focuses on the world of work. Objectives include writing in information required on an occupational listing form concerning jobs in the community, developing a tentative occupational plan, and writing in information concerning an area vocational center. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, masters for duplication [e.g., occupational listing form, tentative occupational plan], and a set of transparencies). (JH)

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ED169322

WORLD OF WORK – CHOOSING A CAREER

Kit No. 33

INSTRUCTOR'S MANUAL

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In Cooperation With

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1978

CE 020 507

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TITLE OF ACTIVITY

Kit No. 33, World of Work – Choosing A Career

DURATION

Main Activity – 6 to 8 periods

GOALS

The student will gain an understanding of the five broad occupational categories.

The student will be exposed to the nine occupational categories used by the South Carolina Employment Security Commission.

The student will learn the steps to take in making an occupational choice.

The student will learn about job requirements, and how important personal characteristics are in career selection.

The student will be made aware of the vocational training programs offered at the area vocational center.

INSTRUCTIONAL OBJECTIVES

The student will write in the information required on the Occupational Listing Form concerning jobs in the community.

The student will write in the information required on the VIEW Fact Sheet for at least one occupation in each of the nine occupational categories.

Using a work sheet, the student will develop, in writing, a tentative occupational plan.

Using guidance material, the student will describe why and/or why not he/she would consider the occupation selected from the game cards as a possible career based on job requirements.

Using a work sheet, the student will write in the information required concerning the area vocational center.

VOCATIONAL CLUSTERS

Agricultural Education
Distributive Education
Health Occupations
Home Economics
Office Occupations
Trade and Industry

ACTIVITY IMPLEMENTATION

A. Activity Description

Through use of transparencies, a filmstrip, class discussions, and written exercises, the student will have a chance to look at various occupational categories. The student will also understand the steps required in making an occupational choice and how to match job requirements with personal characteristics.

B. Safety

No special safety requirements.

C. Materials Required

Audio Visual Equipment

Projection screen
Overhead projector
Filmstrip projector
Cassette player

Technical Equipment

300 Game cards
SRA Occupational Exploration Kit
Transparencies:

1. Unskilled
2. Semiskilled
3. Skilled
4. Technical
5. Profession
6. Steps in Choosing A Career
7. Physical Characteristics Affecting Job Choice
8. Personal Likes And Dislikes Affecting Job Choice
9. Interests
10. Abilities
11. Advancement Possiblities

Filmstrip – Occupational Categories

Expendable Materials

(Most of these are available as school supplies)

Pencils with erasers (Have students bring these.)
Paper for activities

D. **Preparation Prior To Class**

Study material.

Duplicate student work sheets.

Obtain and set-up required audio visual equipment.

Contact guidance counselor about giving "Aptitude and Interest Test."

Contact area vocational school or technical college to arrange visit by students. Check with your principal about a date for visit and plans for transportation.

E. **During Class Session**

Discuss with your students the five broad occupational categories outlined on transparencies 1 – 5.

Using student work sheet 1, have your students identify one job which will fit in each of the five categories.

Show the filmstrip on occupational categories. Explain to students that these are the exact categories used by the Employment Security Commission in South Carolina. They should be familiar with these categories if they seek employment through the Commission.

After each category, have the students fill out a VIEW Fact Sheet on an occupation in the category. Students can then place these in the notebook they are using for their VIEW Fact Sheets.

Using transparency 6, discuss with the students the steps usually followed in making a wise occupational choice.

Steps in Choosing A Career

a. Consider interest, abilities, potential training in area.
b. Consider requirements, working conditions, and other characteristics of the job.
c. Make a choice which matches personal characteristics with the job.
d. Learn as much as possible about a job and how advancement is accomplished.
e. Prepare written plans for developing skills and other characteristics needed for occupational success.
f. Prepare for adjustments in changes of individuals or occupational situation.

In this discussion, have your students give examples where applicable under various steps or you might use your own experiences to explain or define some specific instances.

Using transparencies 7 to 11, discuss with the students the areas or points which should be considered when studying a job.

a. Personal characteristics
b. Job requirements
c. Interests and abilities
d. Advancement possibilities
e. Other items the student feels are important

Ask the guidance counselor to give class "Aptitude and Interest Test" and to explain the purpose and benefits of the test.

Ask students to select a person they like and admire for his/her job success and let them answer questions on student work sheet 2.

Discuss the various selections when students complete their answers.

Using the game cards, cards with job titles, have each student select or randomly give out one card to each student. Each student will then determine the job requirements using the listed guidance material in the SRA kit.

Each student will then tell the class why and/or why not he/she would want to follow this job as an occupational choice.

Have each student develop a tentative plan for developing the skills and characteristics needed for success in a field of his/her interest by using student work sheet 3.

Contact your area vocational education center or technical college to schedule a field trip for the class. Arrange for transportation with the principal. Find out if it is necessary to have permission slips from parents for students to go. After trip has been taken, let students complete form on "Visit to Area Vocational Center or Technical College," student work sheet 4.

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Student Work sheet 1 – Occupational Listing Form
Student Work sheet 2 – Job Success
Student Work sheet 3 – Tentative Occupational Plan
Student Work sheet 4 – Visit to Area Vocational Center or Technical College

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

STUDENT WORK SHEET 1

OCCUPATIONAL LISTING FORM

Please answer the following questions concerning jobs performed in your community. You may ask a parent, other adults, or friends to assist you.

1. Name one unskilled occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

2. Name one semi-skilled occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

3. Name one skilled occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

4. Name one technical occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

5. Name one professional occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

STUDENT WORK SHEET 2

JOB SUCCESS

Select a person whom you like and admire. Study this person's job success by answering the following questions.

List his/her interests, abilities, and training. _____

Show how his/her personal characteristics fit the job. _____

Find out how he/she was selected for the job. _____

Does he/she anticipate a promotion -- what is he/she doing as preparation for the promotion? _____

What would be your plan to prepare for a similar job? _____

STUDENT WORK SHEET 3

TENTATIVE OCCUPATIONAL PLAN

Job area _____

_____

Does the future look good for this occupation? _____

_____

Training needs _____

_____

_____

_____

Where can I get this training? _____

_____

_____

_____

Will I need training in the future? _____

_____

_____

_____

Where can I get this training? _____

_____

_____

_____

STUDENT WORK SHEET 4

VISIT TO AREA VOCATIONAL CENTER OR TECHNICAL COLLEGE

Name of Center or College _____

_____

Location of Center _____

_____

Director of Area Center or College _____

_____

Date Center Opened _____

_____

Number of students who can attend this area center or college _____

_____

Department visited _____

_____

Name of Department Head _____

_____

Equipment in department which interested me _____

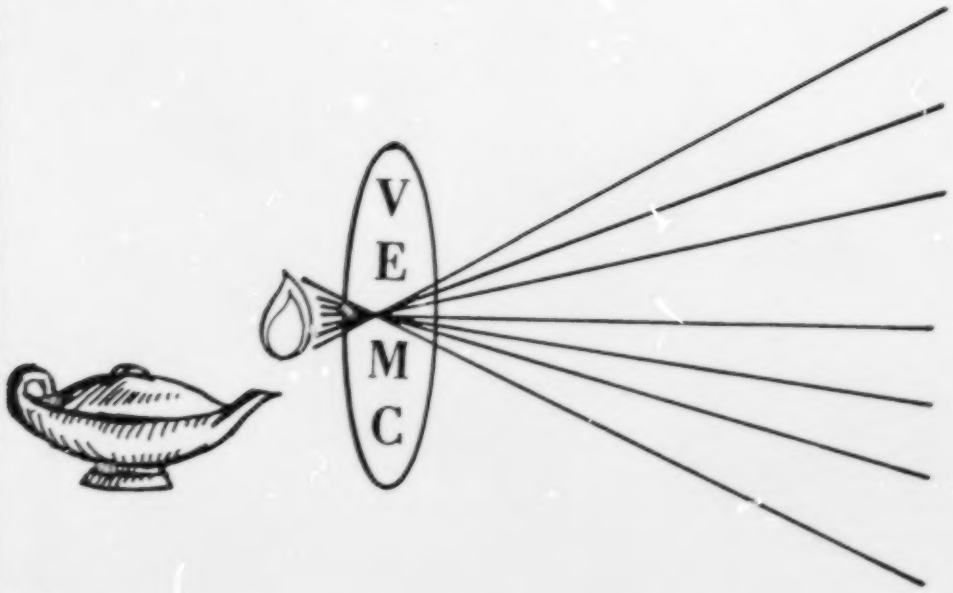
_____

Cost of course which interested me _____

_____

Number of students presently enrolled in department _____

_____



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STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA 29201

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CLEMSON, SOUTH CAROLINA 29631

UNSKILLED - WORK THAT REQUIRES PRACTICALLY NO TRAINING OR EXPERIENCE FOR ITS ADEQUATE OR COMPETENT PERFORMANCE

Transparency No. 1

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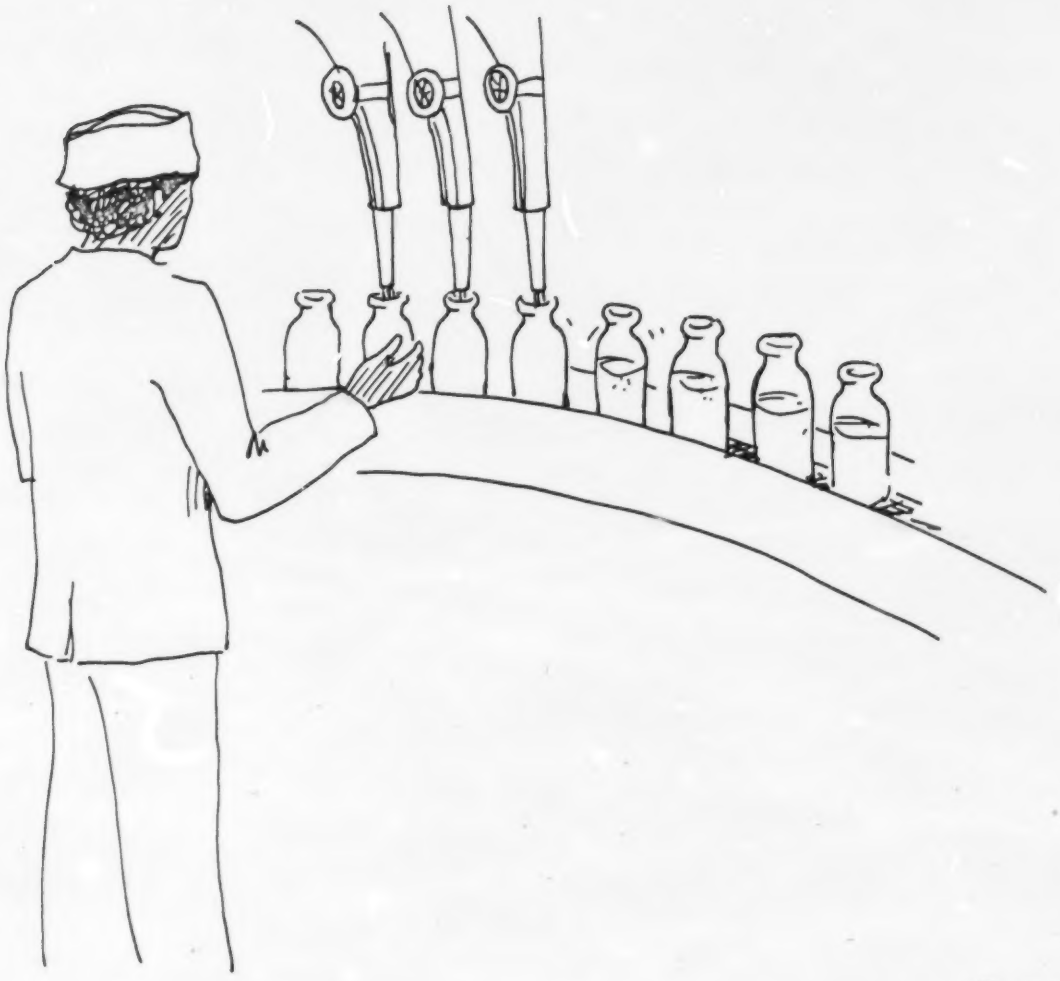
SEMISKILLED - HAVING OR REQUIRING MORE TRAINING AND SKILL THAN UNSKILLED LABOR, BUT LESS THAN SKILLED LABOR



Transparency No. 2

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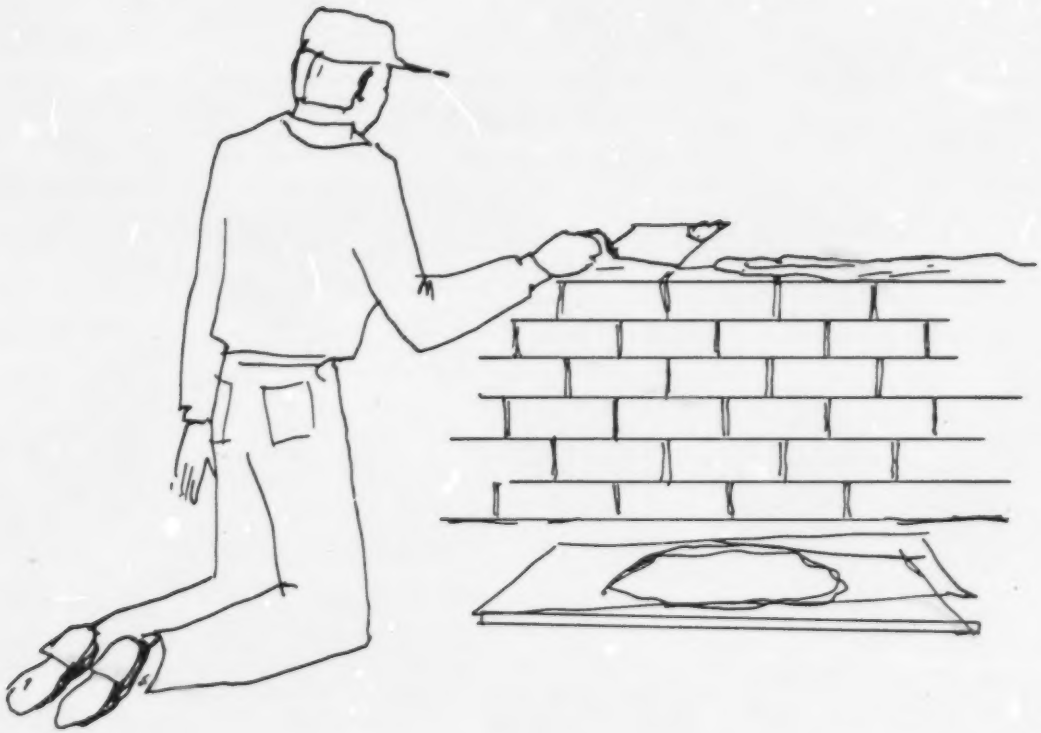
SKILLED - LABOR THAT REQUIRES SPECIAL TRAINING FOR ITS SATISFACTORY PERFORMANCE



Transparency No. 3

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TECHNICAL - SKILLED IN OR FAMILIAR IN A PRACTICAL WAY WITH A PARTICULAR ART OR TRADE

Transparency No. 4

Vocational Education Media Center, Clemson University and
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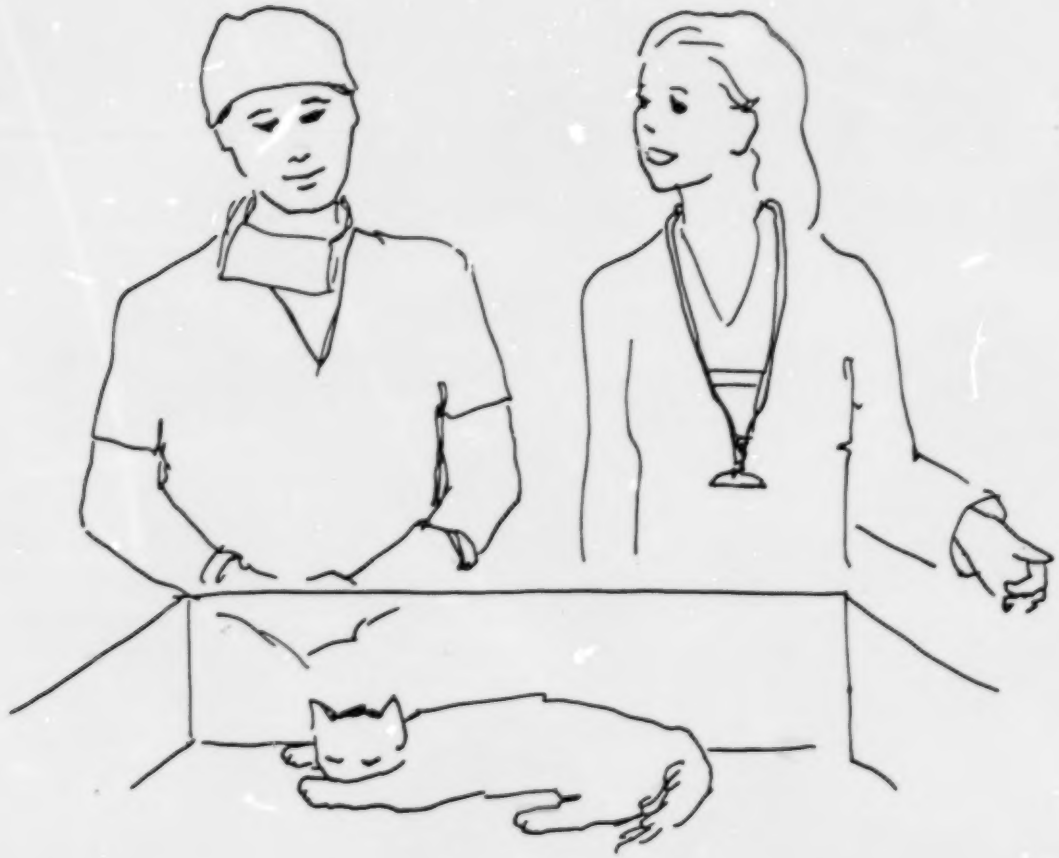
PROFESSION - A VOCATION REQUIRING KNOWLEDGE OF SOME DEPARTMENT OF LEARNING OR SCIENCE



Transparency No. 5

Vocational Education Media Center, Clemson University and
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STEPS IN CHOOSING A CAREER

1. CONSIDER YOUR INTEREST, ABILITIES, THE POTENTIAL TRAINING IN YOUR AREA.

2. CONSIDER JOB REQUIREMENTS AS RELATED TO PERSONAL CHARACTERISTICS.

3. MAKE A TENTATIVE CHOICE MATCHING YOUR PERSONAL CHARACTERISTICS WITH THE SELECTED JOB.

4. STUDY JOB AND ADVANCEMENT POSSIBILITIES.

5. WRITE A PLAN TO PREPARE FOR THE JOB
   - A. SKILLS NEEDED TO ENTER
   - B. CHARACTERISTICS NEEDED FOR SUCCESS

Transparency No. 6

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

PHYSICAL CHARACTERISTICS AFFECTING JOB CHOICE

STRENGTH

PHYSICAL STAMINA

VISION

HEARING

HEIGHT AND WEIGHT

PHYSICAL HANDICAPS

Transparency No. 7

Vocational Education Media Center, Clemson University and
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PERSONAL LIKES AND DISLIKES AFFECTING JOB CHOICE

DO YOU LIKE WORKING WITH PEOPLE ?

DO YOU LIKE WORKING WITH OBJECTS ?

DO YOU LIKE WORKING INDOORS OR OUTDOORS ?

DO YOU LIKE TO WORK ALONE ?

DO YOU LIKE WORKING UNDER CLOSE SUPERVISION ?

DO YOU LIKE WORK WHICH CAUSES YOU TO GET DIRTY ?

DO YOU LIKE WORK WHICH ALLOWS YOU TO STAY CLEAN ?

CAN YOU WORK UNDER PRESSURE ?

DO YOU LIKE WORKING WITH YOUR HANDS ?

Transparency No. 8

Vocational Education Media Center, Clemson University and
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INTERESTS

ARTISTIC
ATHLETICALLY INCLINED
CLERICAL
COMMUNITY SERVICE
GROWING THINGS
MECHANICAL
MUSICAL
OUTDOOR
PERSUASIVE
SCIENTIFIC
SOCIAL ACTIVITIES

Transparency No. 9

Vocational Education Media Center, Clemson University and
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ABILITIES

ABSTRACT REASONING
CLERICAL APTITUDE
FINGER DEXTERITY
MANUAL DEXTERITY
MATHEMATICAL
MECHANICAL REASONING
MOTOR COORDINATION
READING

Vocational Education Media Center, Clemson University and
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Transparency No. 10

ADVANCEMENT POSSIBILITIES

IS IT A DEAD END OCCUPATION ?

ON THE JOB TRAINING ?

WHAT OTHER KINDS OF JOBS COULD IT LEAD TO IN FIVE YEARS ?

LEARN NEW SKILLS ?

EXPECTED EARNING CAPACITY ?

Vocational Education Media Center, Clemson University and
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WORLD OF WORK – CHOOSING A CAREER

Kit No. 33

Index of Transparencies

NAME	NUMBER
Unskilled	1
Semi-skilled	2
Skilled	3
Technical	4
Profession	5
Steps in Choosing a Career	6
Physical Characteristics Affecting Job Choice	7
Personal Likes and Dislikes Affecting Job Choice	8
Interests	9
Abilities	10
Advancement Possibilities	11

CARE OF YOUR TRANSPARENCIES

These transparencies are produced by the offset printing method at the Vocational Education Media Center, Clemson University, Clemson, South Carolina. They are designed to be an aid to you in your teaching program. Although they are developed by economy techniques, they will last many years if you will care for them. Here are some suggestions we believe will help you in caring for them:

1. The transparencies have been dusted during the printing process. This dust may be washed off with a damp, soft cloth. Use water only. The dust can cause unsightly shadows on your projector. Dry the transparencies gently with a cloth, paper towel, or by spreading them out on a table until dry.

2. Please do not write on the transparency with a grease or wax pencil. If you wish to emphasize something, place a clear sheet of plastic over the transparency and write on the clear sheet. This will prevent possible abrasion to the transparency.

3. Store this folder in a good filing cabinet. If you wish to mount them you may. Overlays should be hinged together to start with.

4. Store in a dry place.

5. Yes, the plastic will bend, tear and scratch – if you let it be abused. Cared for properly, it will last for many years.

6. To separate the transparency from the slip sheet, grasp the transparency in one hand and the slip sheet in the other, near the glue strip, and carefully pull the two apart.